

Elementary and Secondary Education Act No Child Left Behind (NCLB)

Adequate Yearly Progress Montana 2011

Denise Juneau
Superintendent of Public Instruction
September 2011
www.opi.mt.gov

Statewide Assessment for Determining Reading and Math Annual Measurable Objectives

- Criterion-referenced test (CRT)
- Aligned to Montana Content Standards
- Grades 3-8, 10
- Reading and Math
- Multiple choice, math short answer and constructed response
- Administered annually since 2004

Test Performance-Level Definitions

- Advanced – denotes superior performance.
- Proficient – denotes solid academic performance for each benchmark.
- Nearing Proficiency – denotes the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
- Novice – denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

The Federal No Child Left Behind Act requires:

- By 2013-2014, 100% of children at every grade level must score “proficient” or “advanced” in reading and math or the entire school will fail to make Adequate Yearly Progress (AYP).

2010 Montana Adequate Yearly Progress

- The No Child Left Behind Act (NCLB) sets targets for raising proficiency levels over time. The targets are expressed as Annual Measurable Objectives.
- The 2011 Annual Measurable Objectives (the percentage of students scoring proficient or advanced) remained unchanged from 2010.
 - Math AMO: 70% of students at or above proficient.
 - Reading AMO: 84.4% of students at or above proficient.

Montana Adequate Yearly Progress

- In 2006, 90% of Montana Schools met AYP.
- In 2007, 90% of Montana Schools met AYP.
- In 2008, 72% of Montana Schools met AYP.
- In 2009, 73% of Montana Schools met AYP.
- In 2010, 73% of Montana Schools met AYP.
- In 2011, 72% of Montana Schools met AYP.

Making Adequate Yearly Progress

- AYP requires every student group to meet the Annual Measurable Objective.
 - Student Groups are defined as:
 - All Students combined
 - American Indian, Asian, Hispanic, Black, Pacific Islander, White
 - Economically Disadvantaged
 - Students with Disabilities
 - Limited English Proficient
- The “N” size (number of students) needed for a student group to be reported is 30 students.

Up to 41 Hurdles for Schools to get over to Make AYP

Miss even one area and the entire school does not make AYP

Population	Reading Participation	Reading Achievement	Math Participation	Math Achievement	Other Indicator
All Students					The other indicator for High Schools is the graduation rate.
American Indian					
Asian					
Hispanic					
Black					
White					The other indicator for Elementary Schools is attendance rate.
Pacific Islander/ Native Hawaiian					
Limited English Proficient					
Free/Reduced Meal Students					Either rate applies to the entire school.
Special Education Students					

AYP: Special Education

- In Montana, 12% of the public school population receive special education services.
- To qualify for special education, the student must have a disability AND struggle enough with academics or behavior to need the individualized instruction that special education provides.
- Students in the special education group are required to achieve the same proficiency targets and graduation rates as students without disabilities.
- A student in special education could also be counted in as many as 4 additional student groups (all student group, race/ethnicity, limited English proficient, and free/reduced lunch).

AYP: English Language Learners

- Students categorized as “English Language Learners/Limited English Proficiency (LEP)” are students who have difficulty in listening, speaking, reading and/or writing English.
- Students in the LEP group are required to achieve the same proficiency targets and graduation rates as students without a language barrier.
- An “English Language Learners/Limited English Proficiency” student could also be counted in as many as 4 additional student groups (all student group, race/ethnicity, special education, and free/reduced lunch).

Two Methods for Determining AYP

- Calculated Method
 - Federally mandated by NCLB for most schools
 - Meet Minimum “N” size of 30 for all tested students combined
 - At Least 95% Participation Rate (minimum “N” size of 40)
 - Meet or make improvement toward 80% attendance rate (elementary level) or
 - Meet or make 2 percentage points toward 85% Graduation Rate (high school level)
 - Evaluated and reported in the following groups:
 - All Students combined
 - American Indian, Asian, Hispanic, Black, Pacific Islander, White
 - Economically Disadvantaged
 - Students with Disabilities
 - Limited English Proficient
 - 54% of Montana’s public schools are evaluated using this method
 - For 2011, these schools enrolled 92% of all students tested

Small Schools Process

- Small Schools Process
 - NCLB allows a small schools process for determining AYP when there are fewer than 30 students for “All Students Combined”
 - 44% of Montana’s public schools are evaluated using this method
 - For 2011, these small schools enrolled 8% of all students tested
- Due to small enrollments, the trend data for student achievement in small schools is not statistically valid.
- To address this concern, Montana developed the Small Schools Process, which uses multiple measures including analysis over time for achievement and improvement and yearly effectiveness reports with goals, action plans, and professional development activities.

Criticism of Adequate Yearly Progress

- AYP does not give a complete picture of school success or improvement.
- AYP is determined using only reading and math tests and does not measure other academic areas.
- AYP does not consider other factors that provide an effective education system.

AYP Results Hide the Facts:

Student Achievement is Improving

- For seven years, Montana students have shown steady improvement in math and reading proficiency.

Percentage of students at or above proficient.		
School Year	Reading	Math
2003-2004	62%	57%
2004-2005	68%	59%
2005-2006	78%	61%
2006-2007	81%	63%
2007-2008	81%	63%
2008-2009	82%	64%
2009-2010	84%	67%
2010-2011	85%	68%

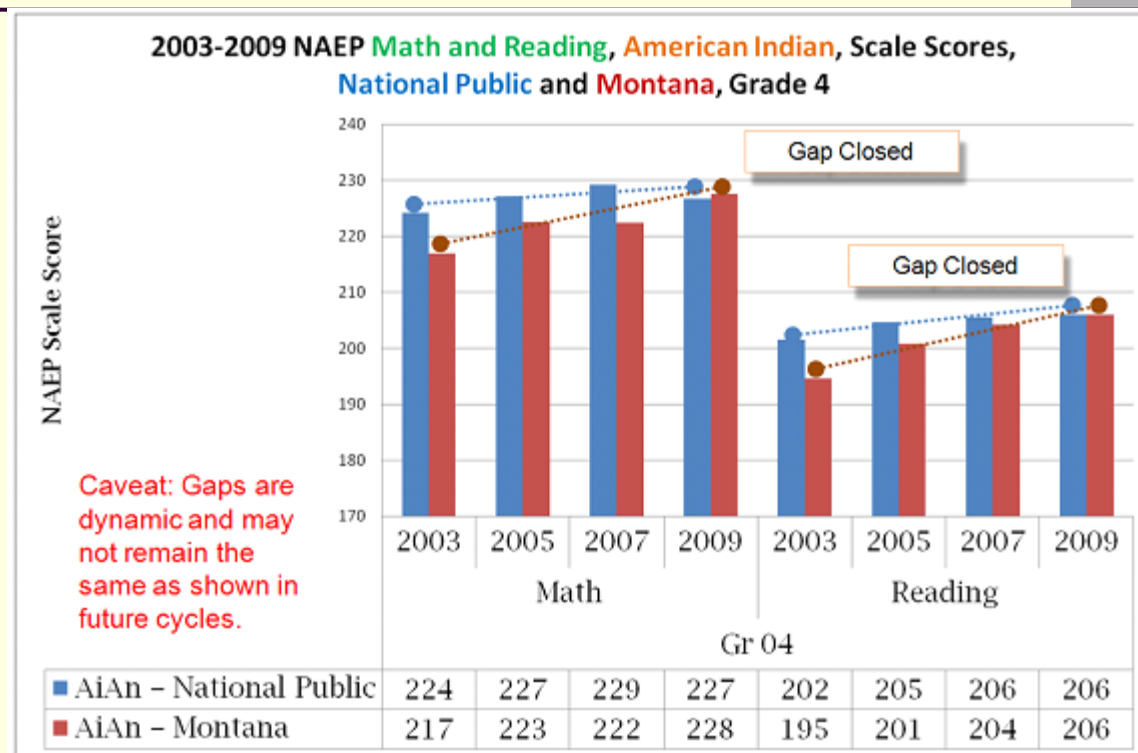
Academic Growth is confirmed by National Assessment of Educational Progress

2009 National Assessment of Educational Progress:

- In Grade 4 Math, four states scored higher than Montana, and in Reading, six states scored higher.
- In Grade 8 Math and Reading for 2009, only two states scored higher than Montana on NAEP when all student groups are averaged.
- No states outscored Montana in the economically disadvantaged group, although Montana's scores were statistically the same as a number of other states.
- Montana's American Indian scores have been increasing at a rate significantly above that of the nation since 2003. Although they are still lower than White scores, they have made steady progress and as of 2009 are now even with national averages in Reading for Grades 4 and 8, and in Math for Grade 4.

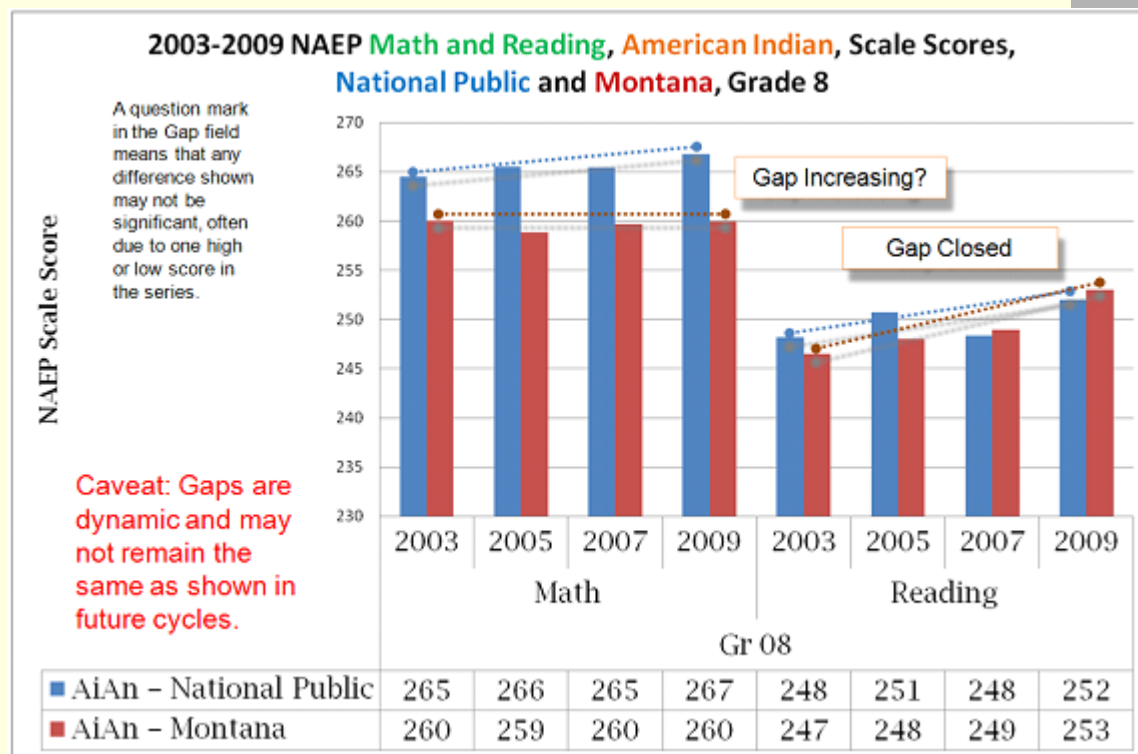
National Assessment of Educational Progress

National Public and Montana, Grade 4



National Assessment of Educational Progress

National Public and Montana, Grade 8



Conclusion: Montana Schools are Improving

- Montana schools are improving, as shown by many measures, including NCLB test scores.
- Math and reading test scores are only one measure of the success of schools.
- Rising targets for AYP make it appear that schools are getting worse, when test scores are improving.